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ABSTRACT

Following a general description of the island of Guam, and of public, private, and higher education, the paper concentrates upon the education of exceptional children on the island. The history of special education on Guam, dating from the first special class of 15 students in 1958, and its present status are summarized. Described in greater detail are the Brodie Memorial School for exceptional children, a new class for the visually handicapped, activities of the new Deaf and Hard of Hearing program, the ESEA Title VI-A Pre-Vocational Program, plans for a Special Education Instructional Materials Center (SEIMC), the training of special education teachers, and the ESEA Title VI Advisory Council. (KW)

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EDUCATING EXCEPTIONAL CHILDREN ON GUAM

GUAM'S PROGRAM PRESENTATION AT THE FIRST PAN PACIFIC CONFERENCE ON THE EDUCATION OF EXCEPTIONAL CHILDREN

AGANA, GUAM

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GUAM'S PROGRAM PRESENTATION AT THE FIRST PAN PACIFIC CONFERENCE ON THE EDUCATION OF EXCEPTIONAL CHILDREN

General Background

Guam is the largest island in the North Pacific Ocean between Hawaii and the Philippines and between Japan and New Guinea. It lies at the southernmost end of a chain of fifteen islands called the Marianas. These islands are situated between the 13th and 20th parallells of north latitude, and along the 145th meridian east of Greenwich.

The island is approximately 30 miles long, varies in width from 4 1/2 to 8 miles and is 209 square miles in area. Its climate is warm and humid, has a mean annual temperature of 81° and an average yearly precipitation of 70 inches.

Guam's strategic value lies not only in her location but in the fact that the Territory of Guam is politically an integral part of the United States.

"Guamanian", chosen by an island-wide referendum following World War II, is the proper name given to the more than 40,000 indigenous residents of the island. Another 20,000 residents, from a wide racial and cultural background, make Guam's civilian population of more than 60,000 one of the most cosmopolitan in the world.

"Guamanian" is, of course, more than a name chosen to identify a people. It is also a way of life which proudly reflects the culture and heritage of the island's residents.

Indeed, the Guamanian has adapted to the modern world in which his island plays so vital a role. He has built a modern community; engages in a spirited game of politics; seeks higher education for his children; consumes an unbelievable volume of gasoline; and prefers to bowl in air-conditioned alleys. However, he has also managed to preserve, though in altered form, many customs, traditions, and attitudes from his Chamorro ancestors.

The Guamanian speaks and reads English, but continues to revere Chamorro as the binding force of his people.

The influence of 300 years of catholic tradition is strongly evident in the lives and homes of more than ninety per cent of the population.

The original Chamorro name for Guam was Guahan, meaning "We have". Guamanians take the greatest pride in what they 'have' for it means that from their abundance they can share with their friends and guests. This is evident in their fiestas--where food and hospitality are extended to all through customs practiced centuries ago.

EDUCATION ON THE ISLAND

PUBLIC SCHOOLS

Guam's Department of Education, a division of Government, operates the public school system. The elementary program, divided into three categories--Kindergarten, Ungraded

Primary (grades 1-3), and Intermediate (grades 4-6), is composed of twenty-two (22) elementary schools and one exceptional children's school. There are five (5) junior high (grades 7-9) and three (3) senior high schools of which one is a vocational-technical school. The two academically oriented high schools are accredited by the Western Association.

An operational budget, in excess of 50% of the Government's total revenues, is earmarked annually for the education of its more than 24,000 students.

PRIVATE SCHOOLS

The educational needs of another 6,000 students are being met in Guam's eleven private schools operated by both catholic and protestant organizations.

UNIVERSITY OF GUAM

The University's history began in the summer of June, 1952, when the government established the Territorial College of Guam as a two-year institution for the training of teachers with an initial enrollment of 200 students.

The University, then under the Department of Education, added a general academic program in 1953, and a business education curriculum in 1956. Enrollment and faculty staff increased during the years that followed as new programs were added.

In May of 1963, the Western Association of Schools and Colleges, accredited this College as a four-year, degree-granting institution. The following July, enactment of Public Law 7-66 removed the College from the administrative control of the Department of Education and created a five-member Board of Regents as the governing body.

In the fall of 1967 a reorganization brought about three undergraduate schools--the School of Arts and Sciences, the School of Education, and the School for Continuing Education--and a Graduate School which offers the master of arts degree in education.

University status was acquired in 1968.

The University is charged with the responsibility "to provide for an accelerated program for training of local teachers", thereby minimizing the necessity of hiring off-island teachers. The University is presently geared toward accomplishing this responsibility, along with strengthening professional career oriented programs.

SPECIAL EDUCATION
HISTORY
AND
PRESENT STATUS

Special Education began on Guam in 1958 with one class of fifteen students taught by a certified Special Education teacher. Screening was done by the teacher himself. The number of classes increased to two in 1959. In 1960, the

Brodie Memorial School for Exceptional Children was started by a group of parents and interested citizens. The Brodie School program continued under the administration of the Marianas Association for Retarded Children until 1963 when through an Executive Order, the jurisdiction of the program was placed within the Department of Education.

In 1969, the Board of Education reorganized the Department of Education's Instructional Division into five (5) major sections. Special Education is one of the major section within this division. (See Attached Chart)

Presently there are thirty-four (34) Special Education classes within our public schools - twenty-seven (27) within the elementary division with three hundred and twenty-one (321) students and seven (7) with the secondary division with one hundred and eleven (111) students.

Admission is determined by a screening committee equipped with a set of guidelines.

Although a 1967 curriculum serves as the base for classroom instruction, the many changes and rapidly increasing innovations in this area of education have caused us to set into motion this school year the machinery to redesign a new curriculum guide to better meet the needs of the individual students.

In addition, a proposal has been made to establish a work-study program for the post junior high school student who would profit from additional academic and/or work experience.

BRODIE MEMORIAL SCHOOL

The Brodie Memorial School for exceptional children, with an enrollment of 137, has a program organized around industrial arts, arts and crafts, homemaking (sewing and cooking), and agriculture. Additional activities are added to the on-going program to stress both the cultural and environmental backgrounds of the students through the making of artifacts--utilizing materials that are available locally. Program emphasis is placed on the perceptual problems of the individual students. This emphasis is embraced in the many activities included in the recently revised curriculum.

Brodie Memorial is staffed by a principal, an assistant principal, a health counselor, three (3) TMR teachers (one (1) visually impaired, one (1) speech therapist and one (1) deaf and hard of hearing), eight (8) EMR teachers and five (5) pre-vocational instructors. Under P. L. 89-313, the school is able to continue its pre-vocational project directed toward students ages 10-17.

Prior to acceptance at Brodie Memorial, a student is screened and evaluated according to a recently established policy. Students enrolled in the school have the services of the Crippled Children's Society available to them.

The culminating activity of the school is the year end display of artifacts and other handicrafts that have been produced by the children under the direction of the various instructors. A meal is planned and prepared by the children utilizing produce and products produced on the campus of the school.

VISUALLY IMPAIRED

A newly organized class for the visually impaired was completed in September, 1970. It is directed by a coordinator, who also programs the classroom activity for the Pre-School Deaf and Hard of Hearing Program, with an established curriculum.

Presently there is one (1) instructor of the blind and six (6) teachers for the deaf and hard of hearing. The services of one speech therapist is assigned to the program.

The main sources of medical information for students are through the services of Public Health, military and private physicians and clinic referrals.

The coordinator and teachers visit parents on a once bi-weekly basis and encourage parents to visit and participate in school activities so they can better learn how to cope with the child in the home and community situations.

The mechanics of teaching deaf and blind children dictates that the parents observe the interaction at school and be able to transfer this experience to home situations.

The program for the Deaf and Hard of Hearing is approaching the midway point of its second year of operation.

In spite of the marked progress in this area of Special Education over the past two years, there remains an urgent need for a larger commitment. Recently Guam's Governor signed into law a measure designed to sponsor with available funds a full-fledged school for the deaf and the blind.

A yearly otological examination is an integral part of the program. Students hearing patterns are subject to change. We feel it is necessary that we be aware of these changes in order to prevent additional damage to the ear or to change amplification whenever it becomes necessary.

As with any other area of the Special Education Program, it has been suggested as being highly desirable to interact with the parents of deaf and hard of hearing children, the visually handicapped and the blind, as often as is possible, to better acquaint the parents with materials and methods used to educate their children. One idea that has been presented is to have a summer training program for parents and children in this type of situation, utilizing the parents as aides within the program. It has been suggested to include in the curriculum many non-academic activities which concentrate on living skills, self-help activities and the broadening of experiences within the community.

PRE-VOCATIONAL
ESEA TITLE VI-A

The ESEA VI-A Pre-Vocational Program, with a present grant award of $75,000 scheduled to extend through 1972, serves all of the elementary classrooms designated as Special Education. It includes four (4) areas of instruction: industrial arts, sewing, cooking and arts and crafts. In the area of sewing, many other areas are included such as personal body care, good grooming, clothing construction and repair.

It is hoped that additional funds can be secured so that a Work-Program at the post junior high school level, as a continuation of the Pre-Vocational Program, can be established as space becomes available. This program would also be integrated with a Work-Study Program in the area of Special Education utilizing the services of business and industrial members of the community.

Since identification of many of our Special Education students and further evaluation has been rather limited it is difficult to ascertain whether the student is actually mentally retarded, a slow learner, or just a victim of an ever-changing technology rapidly appearing on Guam.

There is sufficient reason to believe that the older students presently assigned to some of the special education classes might have been mis-identified in their earlier school years. For many of the students class time

is the only time that English is used. It has been, therefore, difficult to communicate in a second language, much less evaluate the overall behavioral patterns of these students. For this reason a screening committee has been established to evaluate all applicants and identify students for Special Education Programs--a priority of the Title VI State Plan. The Advisory Council has made several recommendations toward improvement in this area during the past year.

ESEA TITLE III

Under Title III, fifteen per cent of the overall allotment is assigned to education of the handicapped. These funds are allocated for the purpose of securing and establishing a Special Education Instructional Materials Center (SEIMC) for Guam. A Special Education Consultant has been assigned to this position. A Library Aide has been recruited to assist in the cataloging of materials and procured supplies.

The function of the center will be to establish a place where teachers of Special Education classrooms, and those assigned to other areas of exceptionality, may inspect and borrow materials and equipment that have been secured for this specific purpose.

Two specialists from SEIMC, Eugene, Oregon, are presently on Guam to conduct workshops and make their recommendations relative to the feasibility of establishing a facility here. Dr. Boris Bogatz, of SEIMC, announced that a computerized program out of New York City is available to teachers of Special Education here for the balance of the school year.

TEACHER TRAINING

Teacher training under P. L. 85-926 included the sending of four teachers to the mainland last summer to concentrate in the area of the deaf and hard of hearing. The four teachers from Guam attended Monmouth College, Monmouth, Oregon, for a ten-week period concentrated instruction in the area of the deaf and hard of hearing. Other Special Education teachers and administrators have received training in several institution of higher learning, particularly in California, as well as other states through this grant and through the Government of Guam's Inservice Training Program.

In addition, there are presently eight junior trainees participating in the program at the University of Guam and four seniors receiving grants from this program.

The present grant award under P. L. 85-926 is in the amount of $50,000. Included in the present proposal, there are plans for one post-masters scholarship.

ADVISORY COUNCIL
ESEA TITLE VI-A

Our ESEA Title VI Advisory Council is comprised of seven members of the community. The council meets on a monthly basis to determine the needs of the Special Education Program and to formulate future planning resulting from ESEA Title VI funds. At the present time, it has been recommended that additional members be added to the existing council so that there will be enough members to form sub-committees that can actually be working council.

Chairman of the Council of Exceptional Children, Dr. Roger Rickey of the University of Guam, plans to lead a lobby in the forthcoming legislature on behalf of improvements within our overall Special Education Program that would require additional funding.

CONCLUSION

Not withstanding progress in our educational programs noted in this report, for both our normal and exceptional children, we freely admit that there are far from perfect. Therefore, while we are proud of what we now have, at the same time we look upon perfection as a goal to reach out for. We are realists enough to know that we shall never reach that ideal goal, but look upon it as the 'carrot that encourages the rabbit on the greater effort', which means greater progress--something we CAN reach.

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Julia T. Certeza

Brodie Memorial School
School for Exceptional Children

Trainable Mentally Retarded

Educable Mentally Retarded

SPC - Special Education

Academic Area

Pre-Vocational Instructors:
Industrial Arts

Home Economics
Cooking-
Sewing-
Agriculture

Arts and Crafts

Deaf and Hard of Hearing

Visually Impaired

Teacher Specialist
Special Education
Pre-Vocational

Pre-Vocational Instructors
Industrial Arts

Home Economics

Arts & Crafts

SPC - Special Education
Multi-Media

Youth Correctional Facility

Pre-school Deaf and Hard of Hearing Coordinator-

Deaf and Hard of Hearing Teachers

SPC-Speech & Hearing for all Special Education Students

Speech Therapists

Assistant to Consultant
(Aide)

Attendance Officers

Homebound Instructors
Elementary

Secondary

ELEMENTARY SCHOOLS

SECONDARY SCHOOLS

- Agat Jr. High
- Barrigada Jr. High
- Dededo Jr. High
- G. W. Jr.
- Inarajan Jr. High

ELEMENTARY SCHOOLS

- Adelup
- Agana Heights
- Agat
- Truman
- Andersen
- Ordot/Chalan Pago
- Inarajan
- P. C. Lujan
- New Piti
- Yigo
- Wettengel
- Price
- Tamuning
- Torres
- C. L. Taitano
- Talofofo
- Merizo